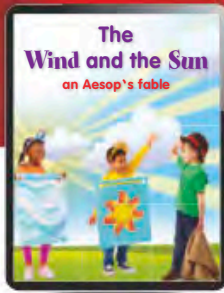
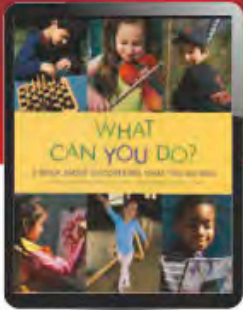


# Lesson

# 27



## WORDS TO KNOW

High-Frequency Words

different

near

enough

stories

high

always

once

happy

### Vocabulary Reader



### Context Cards



RF.1.3g recognize and read irregularly spelled words

# Words to Know



- ▶ Read each **Context Card**.
- ▶ Make up a new sentence that uses a blue word.

1

## different

These friends help sort things in **different** bins.



2

## near

The girl helps plant flowers **near** the porch.



3

**enough**

Is there **enough** paint for everyone?



4

**stories**

They read silly **stories** to each other.



5

**high**

The girl helped him swing **high**!



6

**always**

She **always** helps her brother tie his shoes.



7

**once**

The boys cleaned up **once** they were done.

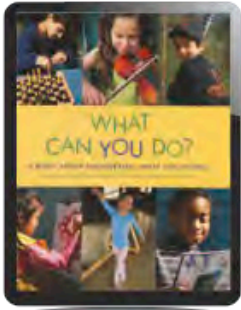


8

**happy**

She was **happy** to help wash the dog.



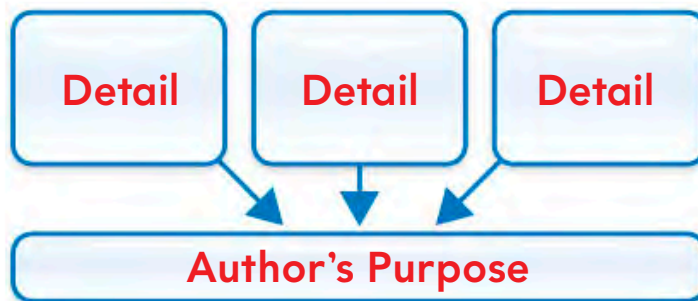


# Read and Comprehend



## ✓ TARGET SKILL

**Author's Purpose** Authors may write to make you laugh or to give information. An author's reason for writing is called the **author's purpose**. As you read, use important details to help you figure out what the authors want you to learn. List the details in a chart.



## ✓ TARGET STRATEGY

**Analyze/Evaluate** Tell what you think and feel about the selection. Give text evidence to tell why.

## PREVIEW THE TOPIC

### Trying Hard

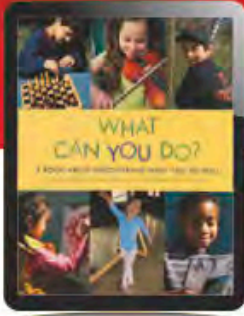
Learning something new can be hard work. Learning to ride a bike takes practice. Learning to snap your fingers does, too. Not many people can do it the first time they try. What can you do now because you kept trying?

In **What Can You Do?** you will find out what different children can do. Find out how they learn new things.



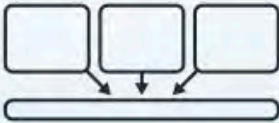
## Lesson 27

# ANCHOR TEXT



### ✓ TARGET SKILL

**Author's Purpose** Find details the authors use to explain their topic.



### ✓ GENRE

**Informational text** gives facts about a topic. Look for:

- ▶ information and facts in the words
- ▶ photographs that show the real world

**COMMON CORE** **RI.1.4** ask and answer questions to determine or clarify the meaning of words and phrases; **RI.1.8** identify the reasons an author gives to support points; **RI.1.10** read informational texts; **L.1.4a** use sentence-level context as a clue to the meaning of a word or phrase

### Meet the Author and Photographer

## Shelley Rotner



Shelley Rotner is both an author and an award-winning photographer. She has taken photographs of children from around the world.

### Meet the Author

## Sheila M. Kelly

What a team! Together, Sheila M. Kelly and Shelley Rotner have written about moms, dads, and grandparents. In this book, the two authors show that everyone has talents.

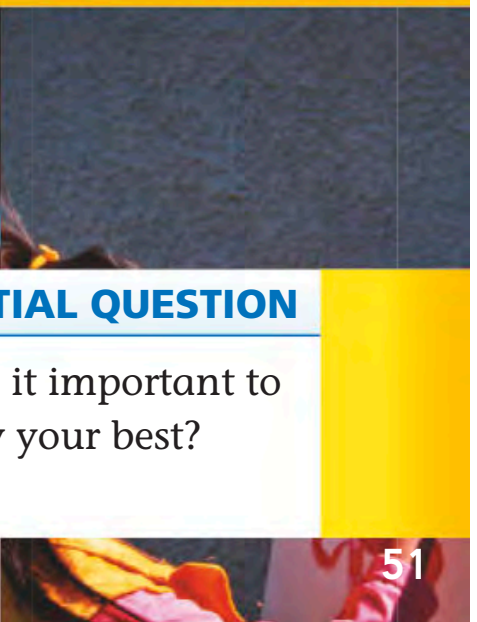
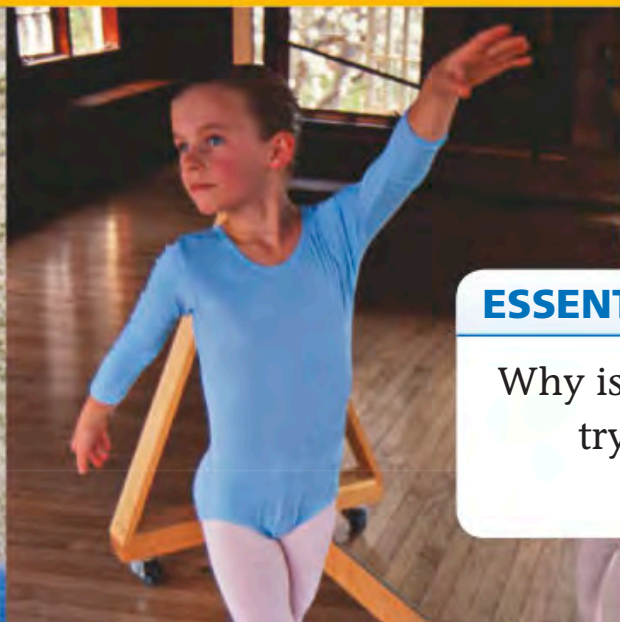


# WHAT CAN YOU DO?

A BOOK ABOUT DISCOVERING WHAT YOU DO WELL

BY SHELLEY ROTNER AND SHEILA KELLY, ED.D.

PHOTOGRAPHS BY SHELLEY ROTNER

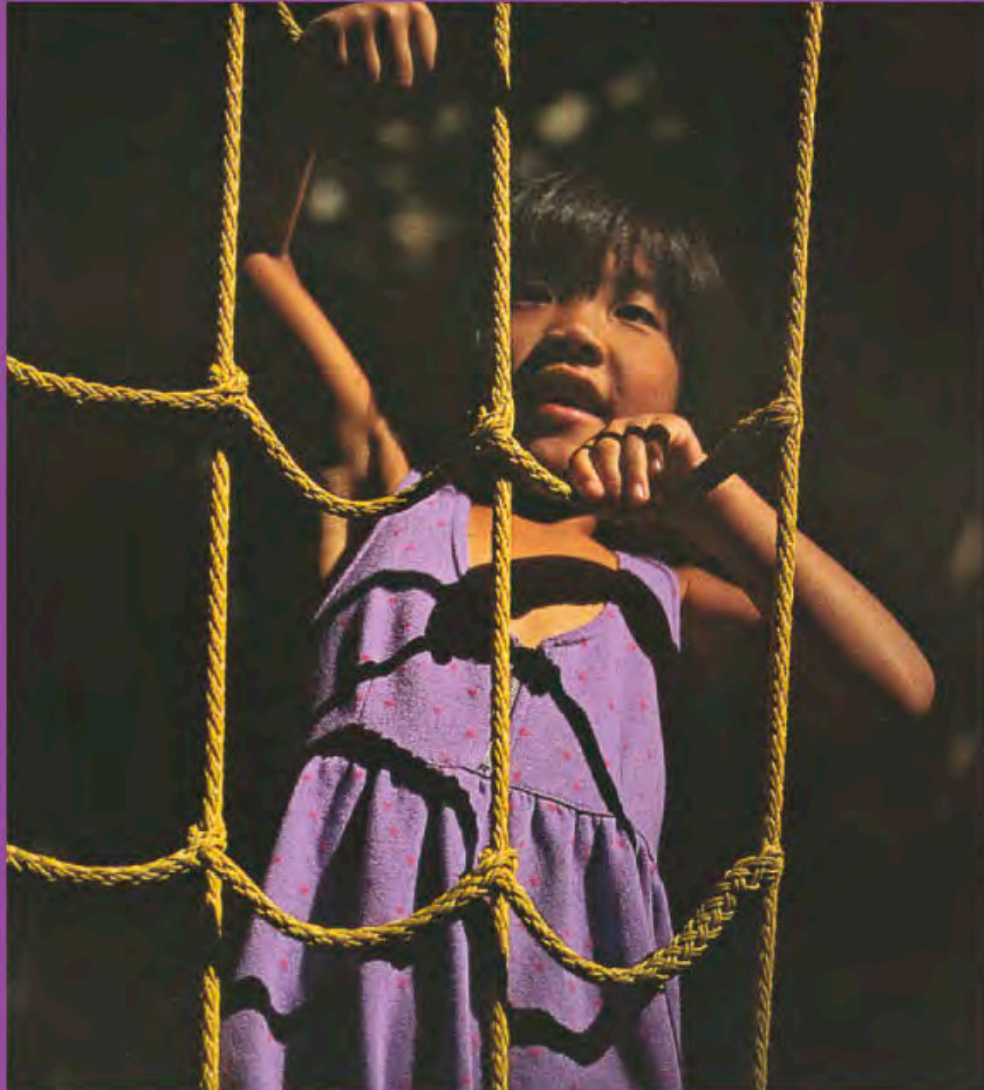


## ESSENTIAL QUESTION

Why is it important to try your best?

"I know a boy  
who can draw very  
well and a girl who can  
climb very **high**."





“We are all good at doing something.  
We’re **always** learning new things  
as we get older.”

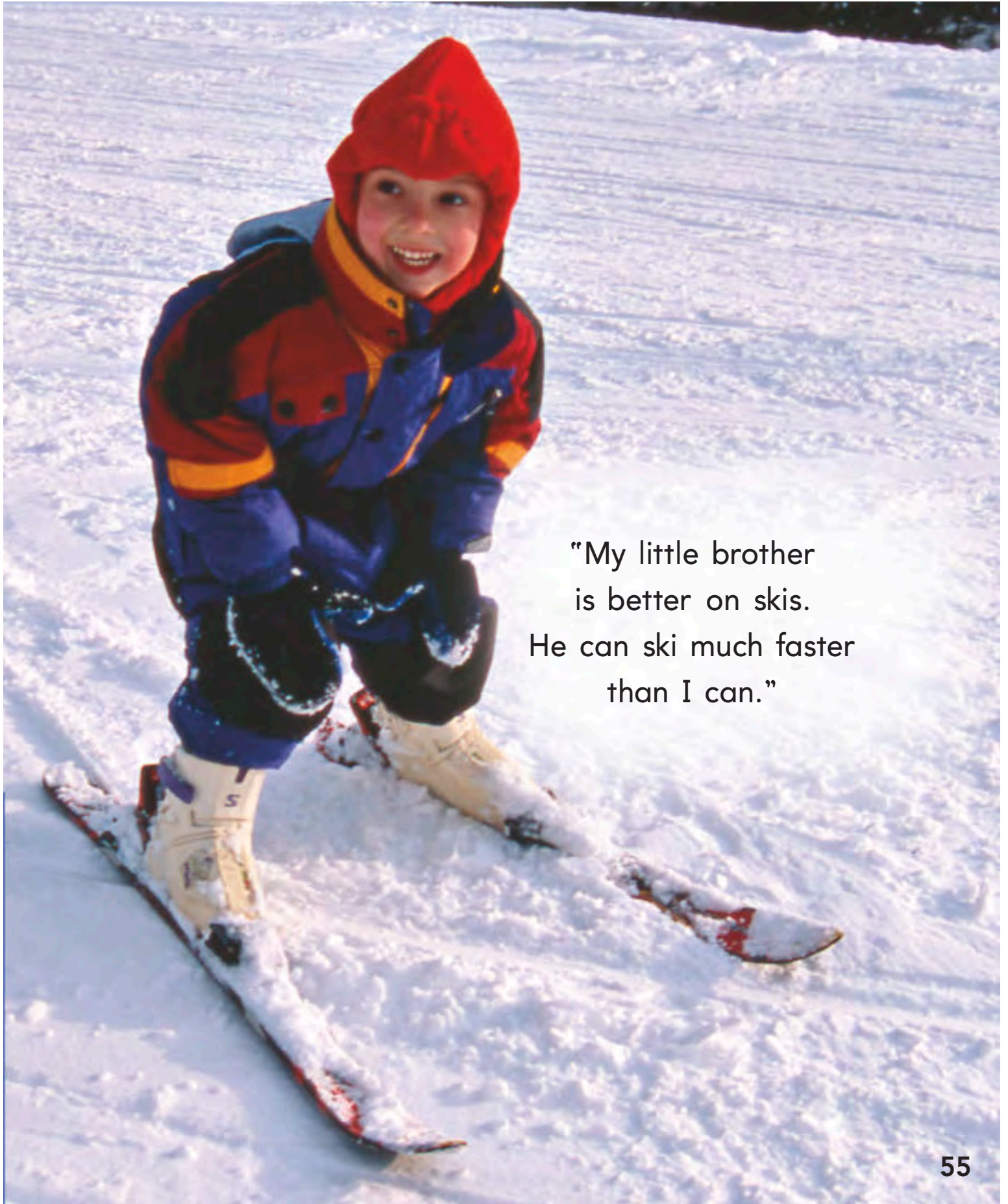
#### **ANALYZE THE TEXT**

**Author’s Purpose** Why do you think the authors wrote this selection? What details help you know?





"I like to swim  
and learned how to float.  
I had to practice.  
**Once** I learned, I  
felt like I could float for hours!"

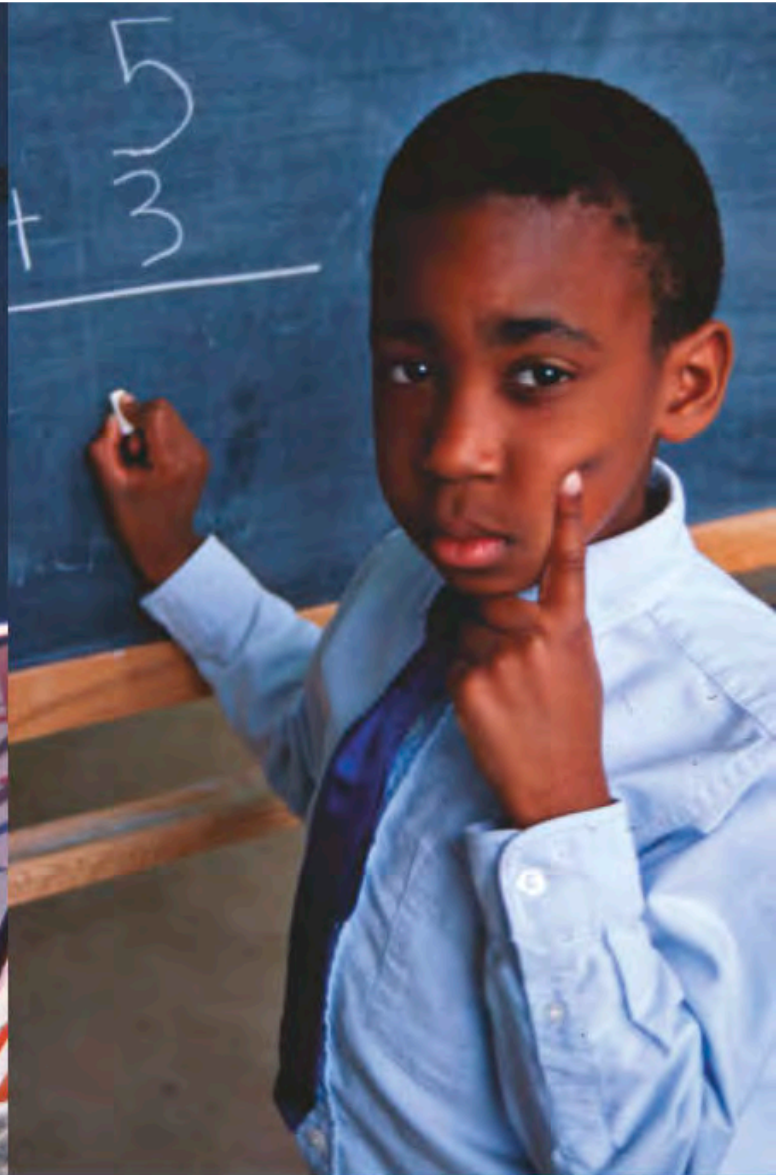


“My little brother  
is better on skis.  
He can ski much faster  
than I can.”



We're **happy** when we  
do something well,  
whatever that might be.





“Reading is easy for me,  
but math is much harder.  
I’d like to be better at math, though.”

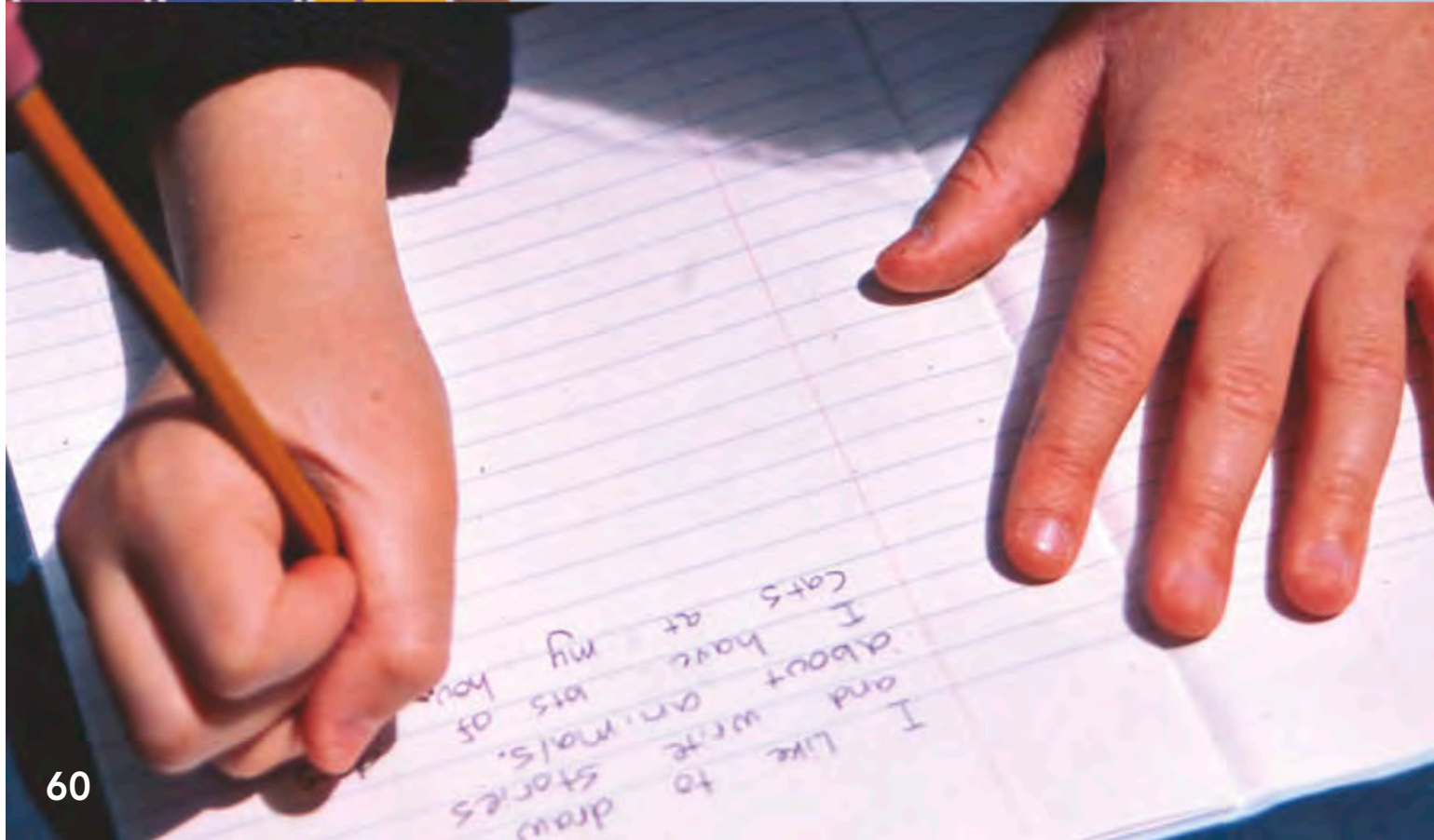
"I can't read very well yet.  
I wish I could."



It can take a long time  
to be good at something.  
If we practice, things get  
easier and easier to do.



Marie knows how to spell, and Jill prints well. Gene is really good at anything that has to do with computers.





"I haven't  
discovered what  
I'm good at yet."





Nathan writes funny **stories** about science.

Some of the funniest ones are  
about a baby robot!

Beth likes to build.

The biggest tower she ever built  
was taller than she is!



"I made the soccer team this year.  
I hope I play well **enough** to score a goal."

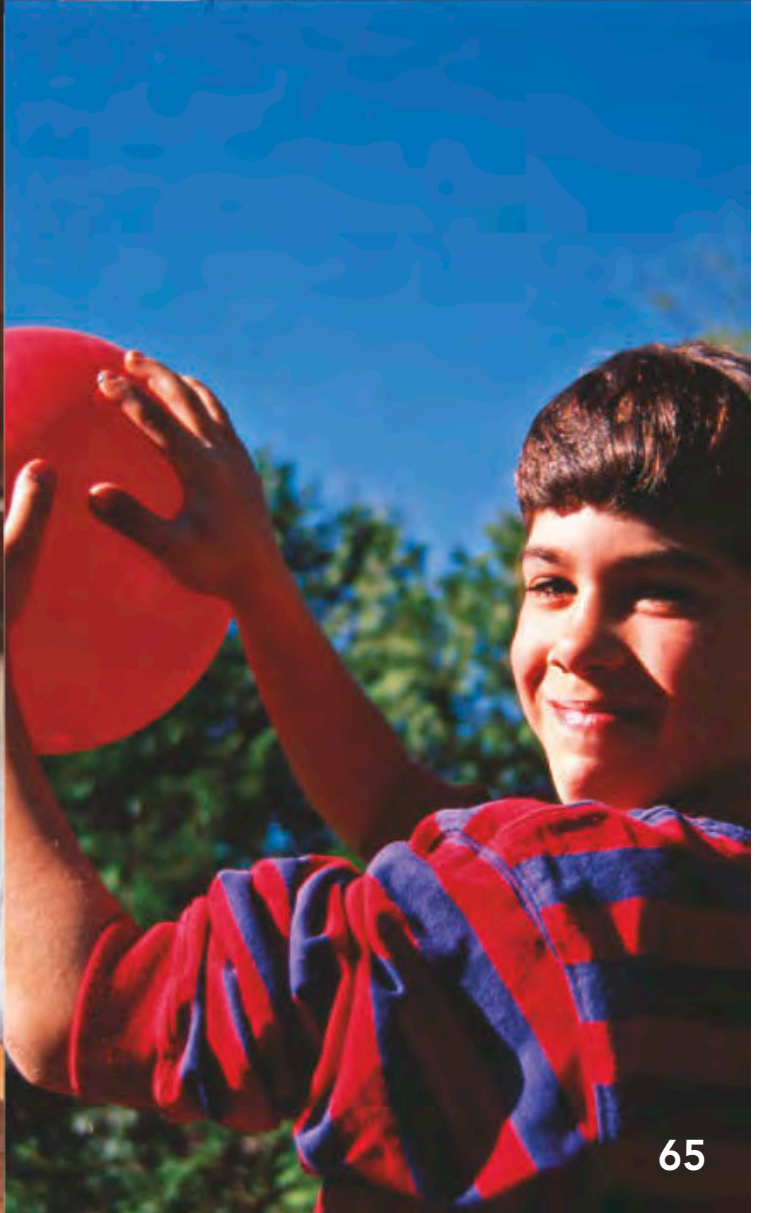
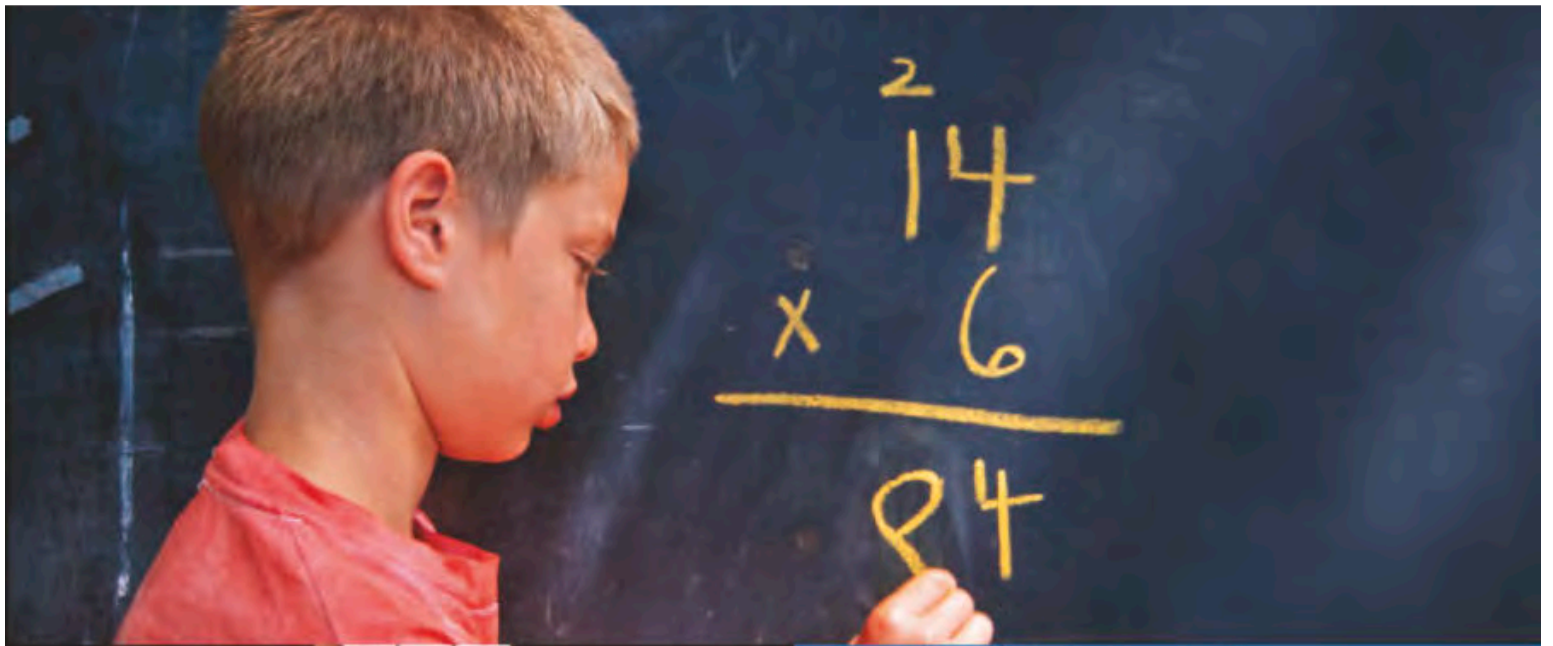
"I see lots of things in the park.

I look **near** and far.

Things look much closer  
through my binoculars!"

We all like to do what we do best.  
When things are hard,  
we need help to learn.  
We might say, "I don't get it."  
We're good at **different** things.







"I feed the baby myself now. When she gets bigger, she will not need help."

"I can fix my brother's wagon. I'm younger than my brother, but I'm good at fixing things."

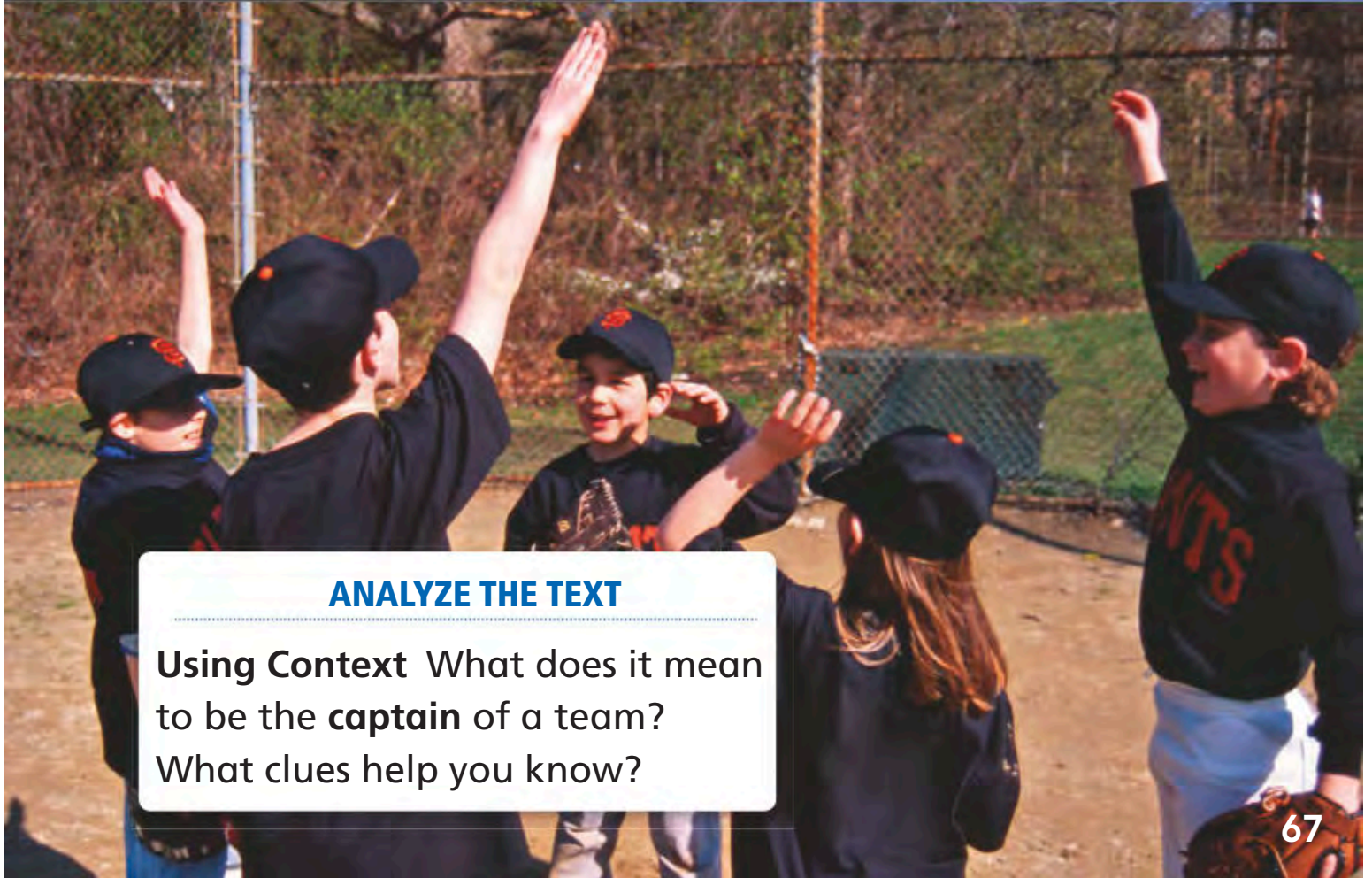




“I got my training wheels off earlier than I thought I would.

I felt very proud!”

“The kids made me captain of our team. That was one of the happiest days of my life.”



### ANALYZE THE TEXT

**Using Context** What does it mean to be the **captain** of a team? What clues help you know?



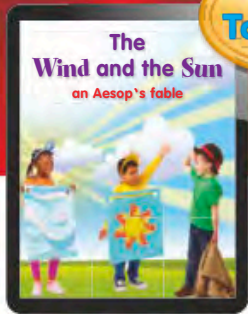
We have schoolwork, acting, singing,  
dancing, playing games, or sports!  
We all have something we do well.

**What can you do?**



## Lesson 27

# FABLE



Read Together

### ✓ GENRE

A **fable** is a short story in which a character learns a lesson.

### ✓ TEXT FOCUS

In a fable, a character learns a **story lesson**. This lesson is sometimes called a moral. What lesson can you learn from this fable?



**RL.1.2** retell stories and demonstrate understanding of the message or lesson;  
**RL.1.10** read prose and poetry

## Readers' Theater

# The Wind and the Sun

an Aesop's fable

### Cast



Narrator



Wind



Sun



Traveler



**Narrator** Sometimes stories teach a lesson. In this story, Wind and Sun have different ideas about who is stronger.



**Wind** I am stronger.





**Sun** No, I am stronger.



**Wind** That's enough bragging.  
Let's have a contest. I know  
I will win.



**Sun** I'll be happy to have  
a contest.



**Wind** Okay. I see a traveler  
coming near. Whoever gets  
the traveler to take off that  
coat is stronger.



**Narrator** First Wind began to  
blow very hard. Once Wind  
started, it did not stop.



**Traveler** That wind is  
always so cold. I need  
to wrap my coat tight  
around me.





**Narrator** Then Sun began to shine from high up in the sky. It was shining gently. The air got warmer and warmer.



**Traveler** Now it's nice and warm. I can take off my heavy coat.



**Narrator** The moral is: "It is better to use kindness instead of force."





L.1.1g use frequently occurring conjunctions; L.1.1j produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences; L.1.2b use end punctuation for sentences

# Grammar



**Kinds of Sentences** Different kinds of sentences have different jobs. Every sentence begins with a capital letter and ends with an end mark.



A **statement** tells something.  
**S**he is in a play.

A **question** asks something.  
**W**ould you like to be in a play?

An **exclamation** shows a strong feeling.  
**I** love acting in plays!

A **command** tells someone to do something.  
**B**e quiet during the play.

## Try This!

Read each sentence aloud to yourself.  
Write it correctly on a sheet of paper.

1. Emma can climb so high
2. did Jamal learn to ski
3. my friend builds things?
4. do your best work



Write these compound sentences.  
Add words to tell more.

5. Put \_\_\_\_ paint on your brush, and paint a picture of \_\_\_\_.
6. I ran \_\_\_\_, and I jumped so \_\_\_\_!



## Grammar in Writing

When you revise your writing, use different kinds of sentences to make it interesting.